

Physical, Social, Health and Economic (PSHE) Education Curriculum 2020-2021

Curriculum Intent

What is the intent of the PSHE curriculum?

- In line with the 2020 statutory guidance for PSHE education, our aim is to provide a high-quality PSHE programme which equips children with the knowledge of how to keep themselves healthy, safe and prepared for life.
- We intend to build and implement a PSHE curriculum at St Thomas More Catholic Primary School which is broad, balanced and includes appropriate and relevant subject knowledge for the child. The PSHE curriculum is driven by the three main strands as directed by the PSHE Association; health and wellbeing, relationships and living in the wider world.
- PSHE is taught weekly in both KS1 and KS2. Teachers recognise that PSHE education is embedded both in discrete PSHE and RSE lessons, and is also an integral part of daily school life.
- Relationship and Sex Education (RSE) must be taught as a statutory subject (National Curriculum, 2014), and will be led by the teachings of the Diocese and delivered through the 'TenTen: Life to the Full' scheme of work.
- The PSHE subject leader has designed a spiral curriculum whereby key concepts and skills are revisited to achieve new objectives set. Children are encouraged to make links between knowledge learned in the previous academic year and newly acquired learning. Objectives are taught sequentially and systematically, at an appropriate pace and level for every child to access.
- Children will be given the opportunities to explore a range of values, attitudes, rights and responsibilities whilst ensuring that they develop **strong moral values centred around the Catholic Faith**.
- Children will be supported to ensure they can recognise and manage their emotions, allowing for **good mental health** in addition to their individual **spiritual, moral, cultural and physical development**.
- Throughout PSHE lessons, children will be empowered to have **high aspirations**, and develop confidence in their own abilities. They will be taught to understand the world around them and prepare for opportunities and experiences later in life.

Curriculum Implementation

How does the curriculum overview allow all children to achieve?

- The PSHE curriculum at St Thomas More Catholic Primary School is taught according to the guidelines set by the PSHE Association and has 3 main strands; health and wellbeing, relationships and living in the wider world.
- PSHE education is taught according to the children's development, level of readiness and need. The teaching of PSHE also takes into account the children's prior learning and experiences to drive the appropriate next steps for all children to make meaningful progress.
- Teaching and learning styles are flexible, and place emphasis on participation from all children. The activities ensure that all children can access the learning, with appropriate support from adults where needed.
- The RSE curriculum is implemented through 3 modules; created and loved by God, created to love others and created to live in community.

How is prior knowledge revisited?

- The three core themes of PSHE education have broad overlap and flexibility between them. This ensures that the themes are not restrictive, and can be used to support concepts across a range of themes. Children have opportunities to revisit and embed key knowledge and skills from previous units and apply these skills to new units.
- PSHE education is integral to daily school life. Teaching staff at St Thomas More Catholic Primary School clearly model how to use skills learned in PSHE lessons to solve real life situations, and reinforce learning in a practical way.
- The RSE curriculum is taught on a 2 yearly cycle to ensure depth and breadth of coverage across the school. Key concepts are reinforced before introducing new learning.

How is assessment used to identify and fill gaps?

Assessment is used consistently and strategically to evaluate children's progress, knowledge and understanding. It is a valuable tool used by teachers to be able to identify individual strengths and areas for development to inform next steps in planning and teaching. Teacher, peer and self-assessment, oral and written feedback and formative and summative assessments inform next steps, interventions, amendments and provision to ensure children are supported and extended.

How is cultural capital developed through the curriculum?

- The PSHE curriculum includes opportunities to model British Values and enhance the children's Spiritual, Moral, Social and Cultural (SMSC) development, which prepares them to be informed, active and responsible citizens.
- Children will develop an understanding of the wider world which will prepare them for future success. Themes across the PSHE curriculum at St Thomas More Catholic Primary School include managing money, promoting a range of careers, the importance of following rules and healthy relationships.

Curriculum Impact

What does impact look like?

- Children at St Thomas More Catholic Primary School have a range of skills and knowledge that meets the requirements set out by the PSHE Association, these skills are taught discretely and through every day school life.
- Children will be mature individuals who are able to **manage their emotions** and **maintain good mental health**.
- Children will have the knowledge and skills to engage in a wide range of **sporting opportunities**, which impact positively on their physical health. Children can socialise with others, expressing their viewpoint clearly and succinctly; they are **socially mobile**.
- **High aspirations** are imparted onto the children, and they are aware of opportunities which will support their future successes. They are aware of the economic climate around them, and have an understanding of managing money.
- Children will leave St Thomas More Catholic Primary School as well-rounded individuals who are equipped with the relevant skills to succeed in later life.

SEND/Disadvantaged

Our aim is to make our SEND and Disadvantaged children to feel valued and included, and to have high aspirations. Inclusion is embedded in our practice and teachers regularly review and reflect upon their own practice to ensure progress is made. Teaching is adapted and responds to the strengths and needs of all learners